

**UNIVERSITY OF PENNSYLVANIA
SCHOOL OF SOCIAL POLICY & PRACTICE
SOCIAL WORK PROGRAM**

SW704 - ADVANCED SOCIAL WORK PRACTICE: CLINICAL PRACTICE I

Fall 2018

It is important that you follow the syllabus for our class. Some dates and assignments have been rearranged from the overall course syllabus. The Canvas site includes all the materials needed for this course, though they may not be in the same week as our syllabus. Any questions, please see me.

I. COURSE PURPOSE

This first of two advanced social work clinical practice courses builds on the foundation of theory, knowledge and skills of the Foundation Practice courses, SW 604 and SW 614, as applied to individuals and families, as well as knowledge gleaned from undergraduate studies in the liberal arts and other social work foundation courses. SW 704 extends knowledge of human development over the life cycle as presented in SW 602 (Human Behavior in the Social Environment I) and knowledge of the impact of social policies on vulnerable populations as introduced in SW 601 (History and Philosophy of Social Work and Social Welfare) and SW611 (Contemporary Social Policy). SW 704 also extends awareness of how oppression impedes social functioning and the achievement of social and economic justice and disproportionately disadvantages people who are vulnerable and at risk, including diverse populations that are clients in students' current field placements and those that are discussed in SW 603 (American Racism and Social Work Practice) and SW 613 (Promoting Social Change: Issues of Race and Gender). In the evaluation of practice, this course is linked with content on research methods and data analysis gained in SW 715 (Introduction to Social Work Research).

This advanced clinical social work practice course refines and extends students' practice knowledge and skills, enhances their capacity to make informed choices and decisions in work with individuals and families, and further develops a critical understanding of the nuances and complexities of social work practice. Advanced intervention theories and models are discussed and critically analyzed, considering their compatibility with social work values and ethics, and policies that influence their implementation. Furthermore, advanced clinical social work skills are practiced and refined through role play, some of which will be video recorded. Practice theories and models are critically analyzed also in relation to their potential to empower clients experiencing or at risk of experiencing social and economic injustice based on race, ethnicity, gender, sexual orientation, class, age, and disability. Students in this class practice intervention skills, build professional self-awareness, and evaluate their own practice in both class and field. This Advanced Social Work Clinical Practice course also provides core information and knowledge that informs clinical practice electives and other elective offerings in the advanced curriculum.

II. EDUCATIONAL OBJECTIVES

By the end of the third semester practice course, students should be able to integrate theoretical knowledge with social work values and practice skills. This ability will be demonstrated by:

1. An understanding of and an ability to critically analyze a variety of practice theories or models, as well as the theories of human behavior underpinning them.
2. The application of practice theories and models to the assessment of clients or client systems.
3. Knowledge of practice skills that are related to particular practice theories or models; and demonstration of the ability to use these skills.
4. An understanding of the dynamic interplay among cultural, social, physiological, and psychological factors which affect client-system functioning and the accomplishment of life tasks, including the impact of racism, sexism, homophobia, and other forms of oppression, and the ability to translate this knowledge into culturally competent practice.
5. Increased competence in methods of clinical social work practice, including:
 - Ability to understand and critically evaluate one's use of self in practice;
 - Advanced knowledge and skill in intervening purposefully with clients and relevant systems, evidenced by role playing, process recording, and assessment of the client system;
 - Skill in engaging the client system in the change process and in the implementation of an intervention plan;
 - Ability to collect, organize, and interpret relevant data in a comprehensive theoretically & culturally informed psychosocial assessment of the client-in-situation;
 - Understanding the linkage between theory, assessment, intervention and application of differential interventions based on knowledge gained in the assessment process;
 - Knowledge of the meaning and use of the worker-client relationship in the intervention process and the ability to apply this knowledge in practice.
6. Increased understanding of evidence-based practice and ways to evaluate the effectiveness of practice.
 - Familiarity with assessment methods and tools used to evaluate client progress;
 - Integration of research methods and findings into practice;
 - Use of research evidence to inform practice.
7. Understanding of social work practice in multiple contexts, including:
 - The impact of the agency context on social work practice, and the role of the social worker in organizational and inter-organizational contexts;
 - The impact of social policies on practice.
8. Awareness of how social work values and ethics guide practice and how the social worker integrates knowledge of practice theories and strategies with values and ethics.

III. COURSE EXPECTATIONS

A. Academic Integrity. Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. Students are expected to be familiar with the Code, which can be found at <http://www.vpul.upenn.edu/osl/acadint.html>.

- *Plagiarism*: using the ideas, data, or language of another without specific or proper acknowledgment. Example: copying, in part or in its entirety, another person's paper, article, or web-based material and submitting it for an assignment; using someone else's ideas without attribution; failing to use quotation marks where appropriate, etc.
- *Fabrication*: submitting contrived or altered information in any academic exercise. Example: making up data or statistics, citing nonexistent articles, contriving sources, etc.
- *Multiple submissions*: submitting, without prior permission, any work submitted to fulfill another academic requirement.

B. Attendance Policy.

Classroom learning is a fundamental component of your professional education. Students are, therefore, expected to attend each class, to arrive at class on time, and to be in attendance for the full class. If you are unable to attend class for any reason, you must notify your instructor in advance and propose how you will make up the content you missed. **Missing more than two classes may result in failing the course.**

C. Criteria for Evaluating your Work

1. **Quality of written assignments:** Papers are to be of second year graduate level quality, well documented, using APA format, and submitted on time. Evaluated on the following criteria:

- Extent to which the paper follows specified requirements of the assignment
- Organization & conceptual clarity
- Incorporation and demonstrated understanding of course concepts
- Evidence of critical thinking and engagement with the literature (no name dropping)
- Use of scholarly literature
- Quality of writing (includes spelling, grammar, punctuation)
- Integration of assignment with field experiences
- Reflection on one's use of self
- Evidence of cultural awareness

2) **Integration of theory and practice:** Demonstrated in both the classroom and the field.

IV. GRADING & ASSIGNMENTS

The final course grade is based on the student's overall performance on activities and criteria listed above. The grade of C- or above is required to pass the course. Students whose performance is marginal or failing at midterm will be notified in writing. In order to pass this course, performance must perform at satisfactory level in class and field.

For the final grade, activities and assignments will be given the following weights:

ASSIGNMENT	DUE DATE	WEIGHT
Field Work	Session 4	20%
Field Work Learning Contract	9/20/18	Pass/Fail
Process Recording with Simulated Interview	Session 5 9/27/18	20%
Risk Assessment Paper	Session 9 10/25/18	20%
Family Genogram Project	Session 14 12/6/18	20%
Class participation		20%
Performance in the field ***If you FAIL fieldwork, you will receive an F for this course.		Pass/Fail

FIELD PLACEMENT

20% of final grade

Satisfactory participation in and completion of field are required to pass this course. Fieldwork accounts for 20% of the student's total course grade. Practice faculty will determine each student's field grade in consultation with the field liaison and field supervisor's evaluation. Satisfactory performance in the field includes meeting learning goals outlined in the learning contract; professional behavior and communication with clients, instructors, and supervisors; the end of term evaluation from the field instructor. Students whose performance is minimal or failing in this course at midterm will be notified in writing. Please refer to the MSW Student Handbook for the School's grading policy.

Marginal Pass in Field. A marginal pass in field will reduce the total possible points a student can earn for field work from 20 points to 5 points. This may result in the student being placed on **field probation** until the student successfully obtains a non-marginally passing field evaluation the following semester. Field probation includes meeting specific goals in field placement as agreed upon by field instructor, practice faculty, and field office. If any of the goals are unmet during the defined period, the student may be dismissed from field and program. This can occur even if the semester has not yet been completed. Students who earn a marginal pass in field for two semesters will be dismissed from the MSW program. This includes earning a marginal pass in spring semester of the first year and the fall semester of the second year.

Failure in Field. Failure in field placement will automatically result in a grade of F for this course. Failure in field placement includes any of the following:

- Earning an unsatisfactory field evaluation

- Being dismissed from field placement by the field supervisor
- Leaving field placement without due process. Due process includes obtaining approval from the field supervisor, practice faculty, and the field office.

If a student fails field placement, the Field Committee will convene to evaluate whether the student may continue in the program. The committee will decide if the student is replaced in the field. Students must have field office approval to be assigned a new field placement.

Minimum course grade required to pass. Students who earn a D+ or below on written assignments and course participation will automatically receive an F and will be required to repeat the course.

CLASS PARTICIPATION

20% of final grade

Class participation includes: consistent attendance, demonstration of engagement with course readings and concepts through the quality of oral participation, participation in experiential exercises, evidence of preparation for class, and peer discussion assignments. Class participation grade will also reflect professionalization in email and phone contact with faculty, field liaisons, staff, and peers.

Guidelines regarding the use of technology during class. Section-specific guidelines are at the discretion of the instructor. Excessive utilization of technological devices during class may interfere with faculty instruction and student learning. We request that student use their best professional judgment about how to potentiate classroom learning with technology and when to put away devices. If students are anticipating an emergency phone call, they should inform the instructor, put the phone in ‘vibrate’ setting, and sit near the door to exit should the call come through.

LEARNING CONTRACT

DUE IN CLASS: Session 4

GRADING: Pass/Fail

The learning contract will be used to guide your fieldwork activities and to evaluate your fieldwork accomplishments. Develop a plan for your fieldwork tailored to your interests, level of your experience, the nature of your agency, the objectives of this course, and the objectives for the second year of practice. First, think about the skills that you want to develop or refine. Second, determine the kinds of learning opportunities that are available at your agency. Third, develop a draft of what you propose to learn and do.

The learning contract should indicate:

1. Whether you are working with individuals, families, both; and/or groups;
2. Specify the population(s) you will be working with at your agency (e.g., homeless women).
3. Learning objectives for the first semester (specific, measurable);
4. Kinds of activities or tasks you would like to do to implement each objective;
5. Means of evaluating your progress on work related to each objective; and
6. Compatibility with the appropriate course content for this semester (e.g., address linking of class theories to practice, value and ethical issues, professional use of self, etc.)
7. Program for SELF-CARE for the 2018-2019 academic year
8. Plan for learning safety procedures and protocols at your agency.

Show a complete copy to your field instructor for his/her comments and recommendations. The practice instructor/field liaison will review the learning contract and suggest changes, if needed. Submit a copy of the finalized plan that you and your field instructor have negotiated **and signed**. *Provide a signed copy to your field instructor, the classroom instructor and field liaison, and keep one for yourself.* The practice

instructor/field liaison will refer to it during the field visit **when it may be revised further**. You will have an opportunity to update it next semester.

SIMULATED RECORDING INTERVIEW/REFLECTION ON FOUNDATION SKILLS

DUE IN CLASS: Session 5

20% of final grade

For this assignment, we are interested in gauging the development of your reflective listening skills. Please choose a partner from class with whom to work.

1. Pick an early client interaction where you struggled with joining/ reflective listening/ use of self/ assessment/ setting shared goals with a client. Write a process recording.
2. Pick a classmate and re-enact this session with the classmate acting as the same client. This should give you an opportunity to ‘fix’ the initial challenges or to conduct the ‘next session’ with this client. This should take approximately 30 minutes.. You are required to video record your session using any recording method with which you feel comfortable (using your own phone, camera, iPad, etc.). You may reserve time, space & equipment in the Audio/Visual department on the 1st floor of the library.
3. Choose **10 minutes of the simulation session video** in which you felt particularly skillful for submission to faculty for viewing.
4. Use APA style and appropriate referencing to **write a 3-4 paged** paper in which you reflect on your video segment. Apply course content addressing the use of self to identify strengths and areas for improvement in your work. Make reference to course material and required readings about the use of self in the clinical encounter (Session 1) and building the clinical relationship. Conclude with a paragraph describing and reflecting on your partner’s feedback.

RISK ASSESSMENT PAPER

DUE IN CLASS: Session 9

20% of final grade

The following assignment gives students an opportunity to apply learning about risk assessment. Write a 10-page, double-spaced paper with one-inch margins on all sides. Please refer to at least 5 readings from the syllabus (wks 1-7) PLUS at least three from other sources identified through your own research.

- 1) **Client Risk Assessment.** Discuss the importance risk assessment with the clients that you are seeing in your field placement. What risks do clients in your agency commonly face? What programs does your agency have in place to address the needs of these clients? What aspects of client recovery/healing are not addressed at your agency?
- 2) **Client or Client System.** Select a client (individual or family) from this year’s placement who you believed is at risk for harm (suicide; self-injury; being in danger as a consequence of abuse, neglect, intimate violence, homelessness; harming others; etc.).
 - a. Provide a brief overview of the client/system.
 - b. What is/are the presenting problem(s) / reason for referral or contact.
 - c. Discuss any contracting you’ve done with the client.
- 3) **Risk Assessment.** Discuss the bio/psycho/social/spiritual assessment you performed with this client or client system.
 - a. How long did your assessment take?
 - b. Reasons/clues which lead you to believe the client was at risk
 - c. Describe specifically how you probed for issues of risk
 - d. Summarize your assessment of this client strengths, vulnerabilities & challenges.

- 4) **Intervention Plan.** Discuss targets for change with this client and how you plan to address them. We have not yet covered advanced methods of intervention so you are not expected to speak to therapeutic models. Consider, rather, establishing trust and rapport, ensuring privacy, managing disregulation, and safety planning.
- 5) **Personal Values/Use of Self.**
 - a. How did it feel to work with this client? Discuss how your own use of self, beliefs and values, in addition to any relevant countertransference, affected your work.
 - b. How prepared/confident did you feel in your work with this client?
 - c. Discuss how your current understanding of risk might change the way you viewed/assessed/worked with this client.

FAMILY GENOGRAM PROJECT

DUE IN CLASS: Session 14

20% of final grade

Self-awareness is integral to social work practice. This awareness includes understanding the dynamics and narratives of one's own family of origin and how one fits into the intergenerational family system. Although some students may find it difficult to disclose these dynamics, we ask clients to do so all the time when we ask them about their family systems. Thus, this assignment has a dual purpose—to increase your self-awareness and to appreciate how it feels for clients to talk about their families. If you have any personal concerns about this assignment, please discuss this with the instructor. This assignment has *three* interrelated components:

1. **Interview of another student:** In class you will interview another student about their family of origin. You will gather information about three generations of the student's family (spouse/partner/single, children; parents, step-parents; and grandparents). Using the McGoldrick model, draw the genogram as you gather the information. This information will not be turned in to the instructor; it is only to gain experience with interviewing and tracking the family information.

Then, write a brief reflection paper (2pp) about your experience of interviewing another student about their family of origin. Answer the following questions:

- What surprised you about this experience?
- Did the student know a lot of information about their family, or not? What, if anything, might this tell you about the student, their family, or the interview?
- Were you able to recognize any patterns as you drew and discussed the genogram?
- Were you able to recognize any strengths in the student's family system?

2. **Draw a genogram including at least three generations of your family.** Consult your family if possible. *Note identifying information:* names, dates of birth, adoption, death; cause of deaths; dates of marriages, partnerships, separation, divorce, foster child, geographic location, education, and/or occupation. relevant households. *Trace some salient quality, issue or problem* across generations (e.g., religiosity, a special talent, physical disability, illness, working women, substance abuse, depression, mental health issue, intergroup relationships).

3. **Write a *CONFIDENTIAL* paper** (6-8pp + genogram) in which you describe your family. Use APA style and include at least 5 references from course literature or your own research.

- Describe your family as a system, addressing structure, roles of various members, communication patterns, organization of time and space, rules, rituals, areas of tension, triangles, coalitions, boundaries, openness. Discuss how these patterns contribute to the family's stability or volatility.

- Identify and discuss intergenerational patterns, trends, and dynamics. Explain how patterns repeat or do not repeat themselves from an intergenerational perspective.
- Discuss your position in your family of origin, including birth order, your status in the family and salient alliances.

Select ONE of the following to explore in greater depth:

- Discuss your family's cultural identity or identities (e.g., ethnicity, culture, religion, race, sexual orientation, etc.). Include in your discussion the impact of culture, ethnicity, religion, and/or race, on the family's values, traditions, organization, and sex roles. If the identities mentioned (culture, ethnicity, etc.) are minimized in your family, discuss that. Include family narratives surrounding your cultural identity where they fit.
- Patterns and beliefs surrounding health and illness (e. g., health, mental health, substance abuse, family violence) in your family. What impact has illness had on family dynamics and development? How does your family cope, care for ill members, and use outside support and health services?
- Identify and discuss behind the scenes factors in your family. These include significant losses, traumatic events, health issues, myths, and secrets. Discuss their impact on the family's functioning. In addition, explain who identifies with whom.
- Career issues. Discuss the impact of growing up in your family on your career choice and how your family dynamics might affect you as a social work practitioner. Identify and describe areas in which you might get "stuck" when working with clients, given your family background and experience, and how your experience growing up in this family might affect your practice. How will you address this in your professional development?

V. SCHEDULE OF CLASS TOPICS with LEARNING OBJECTIVES

Assigned Readings are from the textbooks below and in professional journals that are available on the course webpage. The textbooks are available for purchase at the Penn Bookstore or online at Amazon and other retailer:

- Goldstein, E., Miehl, D., & Ringel, S. (2009). *Advanced clinical social work practice: Relational principles and techniques*. Columbia University Press.
- Lukas, S. (1996). *Where to start and what to ask: An assessment handbook*. W. W. Norton, New York, NY.
- Minuchin, P., Colapinto, J. & Minuchin, S. (2007). *Working with families of the poor, Second edition*. New York, NY: Guilford.

INTRODUCTION TO ADVANCED CLINICAL SOCIAL WORK PRACTICE

Session #1 Class Introduction

DATE: August 30, 2018

- Review Syllabus and Course Assignments

Session #2 Use of Self in the Clinical Encounter

DATE: September 6, 2018

Learning Objectives:

Defining clinical social work

Impact use of self, cultural countertransference, and self-disclosure in clinical social work

- Dewane, C. (2006). Use of self: A primer revisited. *Clinical Social Work Journal*, 34(4), 543-558.
- Foster, R. M. P. (1998). The clinician's cultural countertransference: The psychodynamics of culturally competent practice. *Clinical Social Work Journal*, 26(3), 253-270.
- Quillman, T. (2012). Neuroscience and therapist self-disclosure: Deepening right brain to right brain communication between therapist and patient. *Clinical Social Work Journal*, 40(1), 1-9.
- Berzoff, B. & Kita, E. (2010) Compassion fatigue and countertransference: Two different concepts. *Clinical Social Work Journal* 38, 341-349.

MODULE 1: RISK ASSESSMENT & CRISIS INTERVENTION

Learning objectives:

Assessment and de-escalation strategies

Conduct a culturally competent suicide assessment

Assess for lethality and plan for safety

Session #3 Crisis Intervention and Stabilization

DATE: September 13, 2018

- Eaton-Stull, Y. (2015). Crisis intervention with individuals and groups: Frameworks to guide social workers. In *Social workers' desk reference*. K. Corcoran and A. R. Roberts (Eds), 217–222. New York: Oxford Univ. Press.
- Dulmus, C. N., & Hilarski, C. (2003). When stress constitutes trauma and trauma constitutes crisis: The stress-trauma-crisis continuum. *Brief Treatment and Crisis Intervention*, 3(1), 27.

Recommended readings: (Select one below or identify and prepare one in your area of practice)

- Budd, K. S. (2005). Assessing parenting capacity in a child welfare context. *Children and Youth Services Review*, 27, 429-444.
- Lachs, M. S. (2004). Elder abuse. *The Lancet*, 364, 1263-1272.
- Vess, J. (2008). Sex offender risk assessment: Consideration of human rights in community protection legislation. *Legal & Criminological Psychology*, 13(2), 245-256.

Session #4 Risk and Suicide Assessment

DATE: September 20, 2018

DUE: Learning Contract

- Lukas, S. (1996). Where to start and what to ask: An assessment handbook. W. W. Norton, New York, NY. Chapters 2, 3, & 11.
 - Chapter 2: “Looking, listening, and feeling: The mental status exam”
 - Chapter 3: “How to think about your client’s health: The medical history”
 - Chapter 11: “How to assess children for neglect, abuse, and sexual abuse”
- Lukas, S. (1996). Where to start and what to ask: An assessment handbook. W. W. Norton, New York, NY. Chapters 8-10
 - Chapter 8: “How to determine whether a client might hurt something, including you”
 - Chapter 9: “How to determine whether a client might hurt herself”
 - Chapter 10: “How to determine whether your client is a substance abuser”

Classroom Discussion: Is suicide ever justified?

*Williams, T. & Schwirtz, M. (Sept 4, 2013). Death in prison of man who held Ohio women captive prompts investigations. New York Times Online.

*Hafner, K. (August 11, 2012). An ill doctor, a surprise reflection of who picks assisted suicide. New York Times Online.

Recommended readings: (Select one)

- Hirschfeld, R. M. A. & Russell, J. M. (1997). Assessment and treatment of suicidal patients. *The New England Journal of Medicine*, 337 (13), 910-914.
- Shea, S. C. (2002). Before the interview begins: Overcoming the taboo against talking about suicide In: *The practical art of suicide assessment: A guide for mental health professionals and substance abuse counselors* (pp. 109-123) Hoboken, NJ: John Wiley & Sons.
- [Clements-Nolle, K.](#), [Marx, R.](#) & [Katz, M.](#) (2006). Attempted suicide among transgender persons: The influence of gender-based discrimination and victimization. *Journal of Homosexuality* 51(3), 53-69.
- [Kaslow NJ](#), [Sherry A](#), [Betha K](#), [Wyckoff S](#), [Compton MT](#), [Bender Grall M](#), ... (2005). Social risk and protective factors for suicide attempts in low-income African American men and women. *Suicide & Life Threatening Behavior*. 35(4), 400-12.

Session #5 Harm Reduction and Safety Planning Lab

DATE: **September 27, 2018**

DUE: **Simulated Recording Assignment**

- Campbell, J. C. (2004). Helping women understand their risk in situations of intimate partner violence. *Journal of Interpersonal Violence, 19*(12), 1464-1477.
- Humphreys, C. (2007). Domestic violence and child protection: Exploring the role of perpetrator risk assessments. *Child and Family Social Work, 12*, 360-369.
- Rosen, K., Matheson, J. L., Smith, S., McCollum, E. E. & Locke, L. D. (2003). Negotiated time-out: A de-escalation tool for couples. *Journal of marital and family therapy, 29*(3), 291-298.
- MacMaster, S. A. (2004). Harm reduction: A new perspective on substance abuse services. *Social Work, 49*(3), 356-363.

MODULE 2: PSYCHODYNAMIC SOCIAL WORK

Learning Objectives:

- Know the essential elements of a psychodynamic formulation and develop one.
- Critically analyze current psychodynamic approaches considering race and ethnicity
- Understand neuroscience underpinning modern object relations and attachment theory

FALL BREAK – OCTOBER 4, 2018

Session #6 Classic & contemporary formulations of psychodynamic practice

DATE: **October 11, 2018**

- Goldstein, E., Miehl, D., & Ringel, S. (2009). *Advanced clinical social work practice: Relational principles and techniques*. Columbia University Press. (Introduction & Chapters 1-3).

Session #8 Modern psychodynamic approaches: Relational-Cultural Theory

DATE: **October 18, 2018**

- Goldstein, E., Miehl, D., & Ringel, S. (2009). *Advanced clinical social work practice: Relational principles and techniques*. Columbia University Press. (Chapters 5-6, 8).
- Camstock, D. L., Hammer, T. R., Strentzsch, J., Cannon, K., Parsons, J., Salazar, G (2008). Relation-Cultural Theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling and Development, 86*, 279-287.
- West, C. K. (2005). The map of relational-cultural theory. *Women & Therapy, 28*(3-4), 93-110.

Session #9 Attachment in context

DATE: **October 25, 2018**

DUE: **Risk Assessment Paper**

- Goldstein, E., Miehl, D., & Ringel, S. (2009). *Advanced clinical social work practice: Relational principles and techniques*. Columbia University Press. (Chapter 4)
- Van Ijzendoorn, M. H., & Sagi-Schwartz, A. (2008). Cross-cultural patterns of attachment: Universal and contextual dimensions. In Cassidy, Jude (Ed); Shaver, Phillip R. (Ed), *Handbook*

of attachment: Theory, research, and clinical applications (2nd ed.). , (pp. 880-905). New York, NY, US: Guilford Press.

- Rothbaum, F., Weisz, J., Pott, M., Miyake, K., & Morelli, G. (2000). Attachment and culture: Security in the United States and Japan. *American Psychologist*, 55(10), 1093
- Goldstein, E., Miehl, D., & Ringel, S. (2009). *Advanced clinical social work practice: Relational principles and techniques*. Columbia University Press. Chapters 7, 9-10.
- Berzoff, B. & Kita, E. (2010) Compassion fatigue and countertransference: Two different concepts. *Clinical Social Work Journal* 38, 341-349.
- Noesen, J.C. (1999). The intern and the challenging client. *Smith College Studies in Social Work*, 70 (1), 27-45.

MODULE 3: CHILDREN, ADOLESCENTS, AND FAMILIES

Learning Objectives:

Family therapy with diverse ethnicities & family structures
Interventions based on intergenerational assessment
Constructing a genogram, the genogram interview
Ethnic/cultural adaptations

Session #10 Introduction to family therapy: Multigenerational family therapy

DATE: November 1, 2018

- Nichols, M.P. & Schwartz, R.C. (2010). *Family Therapy: Concepts and Methods*. (9th ed.). Boston: Allyn & Bacon. Chapter 5: Bowen Family Systems
- McGoldrick, M., Gerson, R. & Petry, S. (2008). *Genograms: Assessment and intervention*, 3rd ed. New York: W.W. Norton. Chapter 2, pp. 20-60.
- McGoldrick, M. & Carter, B. (2001). Advances in coaching: Family therapy with one person. *Journal of marital and family therapy*, 27(3), 281-300.
- FILM: “The Legacy of Unresolved Loss: A Family Systems Approach.”

Session #11 Diverse family forms & functions

DATE: November 8, 2018

- Minuchin, P., Colapinto, J. & Minuchin, S. (2007). *Working with families of the poor*, Second edition. New York, NY: Guilford. Chapters 2-4.
- Boss, P. (2002). *Family stress management, 2nd Edition*. Thousand Oak, CA: Sage. Chapters 2-3 (pp.15-70).
- Antonovsky, A. & Sourano, A (1988). Family sense of coherence and family adaptation. *Journal of Marriage and Family*, 50(1), 79-92.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). Overview: Ethnicity and family therapy. In McGoldrick, Giordano, & Garcia-Preto (Eds.), *Ethnicity & family therapy*, 3rd ed. New York: Guilford Press, pp. 1-40.

Session #12 Practice with children and adolescents

DATE: November 15, 2018

- Boyd Webb, N. (2003). *Social work practice with children*, 2nd Ed, Guilford: New York, NY. Chapter 4: “The biopsychosocial assessment of the child”
Chapter 5: “Contracting, planning interventions, and tracking progress”

- Gil, E. (2011). *Helping abused and traumatized children: Integrating directive and nondirective approaches*. Guilford: New York, NY.
Chapter 1: “Basic principles for working with abused and traumatized children”
Chapter 3: “Guidelines for integrated treatment”

Session #13 Ambiguous loss in family life

DATE: November 29, 2018

- Boss, P. (2007). Ambiguous loss theory: Challenges for scholars and practitioners. *Family Relations*, 56(2), 105-111.
- Huebner, A. J., Mancini, J. A., Wilcox, R. M., Grass, S. R., & Grass, G. A. (2007). Parental deployment and youth in military families: Exploring uncertainty and ambiguous loss. *Family Relations*, 56(2), 112-122.
- Kreutzer, J. S., Mills, A., & Marwitz, J. H. (2016). Ambiguous loss and emotional recovery after traumatic brain injury. *Journal of Family Theory & Review*, 8(3), 386-397.
- Wahlig, J. L. (2015). Losing the child they thought they had: Therapeutic suggestions for an ambiguous loss perspective with parents of a transgender child. *Journal of GLBT Family Studies*, 11(4), 305-326.
- Boss, P., & Couden, B. A. (2002). Ambiguous loss from chronic physical illness: Clinical interventions with individuals, couples, and families. *Journal of Clinical Psychology*, 58(11), 1351-1360.

Session #14 Family therapy lab

DATE: December 6, 2018

DUE: Genogram Assignment

- Papp, P., Silverstein, O. & Carter, E (1973). Family sculpting in preventive work with ‘well families.’ *Family process*, 12(2), 197-212.
- Fishbane, M. (2007). I, thou, and we: A dialogical approach to couples therapy. *Journal of marital and family therapy*, 24(1), 41-58.